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ABSTRACT

This pamphlet addresses itself to the subject of the role of vocational education for disadvantaged youth. Answers are discussed for the following questions and issues: (1) why exemplary vocational education programs should be developed for disadvantaged youth, (2) the role of the residential school in the education of disadvantaged youth, (3) types of vocational education programs available for disadvantaged youth, (4) administrative procedures required in implementing exemplary vocational programs for disadvantaged youth, (5) teaching methods which have been found to be effective when working with disadvantaged youth, (6) characteristics which teachers of the disadvantaged should possess, and (7) identifying characteristics peculiar to disadvantaged youth. Citation is made of other documents from which the answers have been obtained. (SN)

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DISADVANTAGED YOUTH:

ANSWERS TO QUESTIONS ON VOCATIONAL AND TECHNICAL EDUCATION

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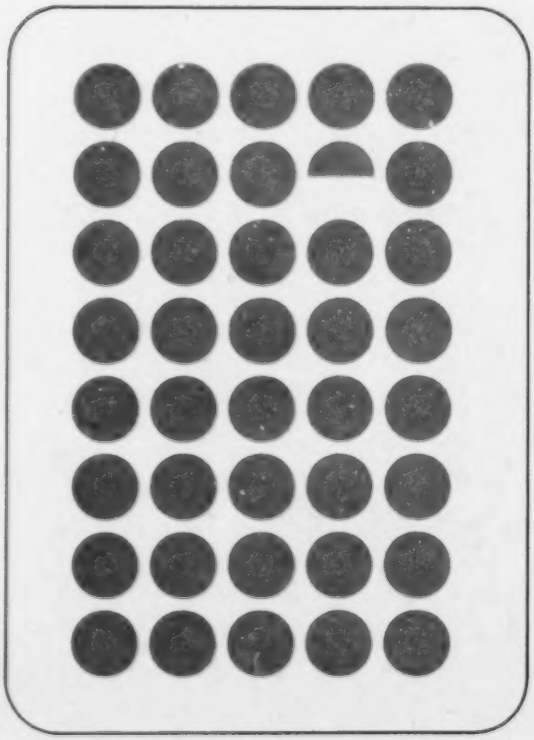

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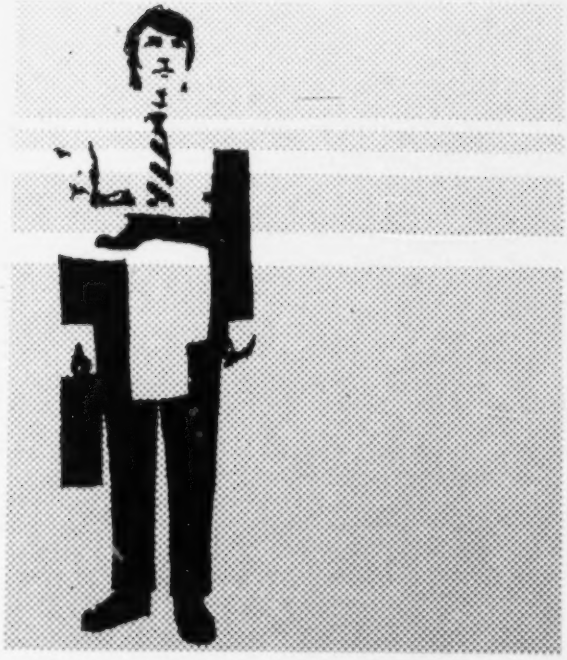


WHY SHOULD EXEMPLARY VOCATIONAL EDUCATION PROGRAMS BE DEVELOPED FOR DISADVANTAGED YOUTH?

Exemplary programs provide an opportunity for administrators and teachers to implement innovative ideas and research findings. Well-designed programs can raise the educational and employment levels of disadvantaged youth. Well-designed exemplary programs can provide disadvantaged students with such services as job training, financial aid, vocational counseling, and health care. (See IN 39)

WHAT IS THE ROLE OF THE RESIDENTIAL SCHOOL IN THE EDUCATION OF DISADVANTAGED YOUTH?

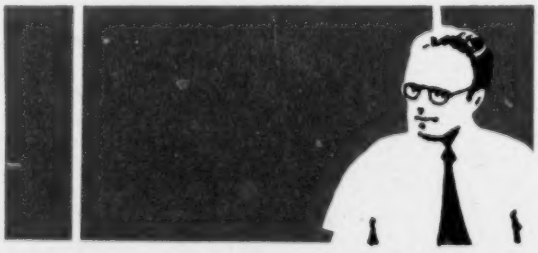
The residential school can offer a positive social and educational environment that is a change from the home environment. This is especially important in the case of disadvantaged youth who come from home environments that restrict and limit learning opportunities. (See IN 31)

WHAT TYPES OF VOCATIONAL EDUCATION PROGRAMS ARE AVAILABLE FOR DISADVANTAGED YOUTH?

Generally, the available programs fall into two categories: (1) in-school programs ranging from prevocational and exploratory programs to training for entry-level employment, and (2) out-of-school skill training programs. Research findings can provide the program developer with important information on the types of programs that have been successful with rural and urban disadvantaged youth. (See IN 44 and IN 50)

WHAT ADMINISTRATIVE PROCEDURES ARE REQUIRED IN IMPLEMENTING EXEMPLARY VOCATIONAL PROGRAMS FOR DISADVANTAGED YOUTH?

Whether dealing with rural or urban disadvantaged populations, there are several procedures that the administrator should follow to provide meaningful and effective occupational programs. Some of these procedures include: (1) selecting the location of the program, (2) determining the job training curriculum, (3) providing support services for the student, and (4) selecting and training the professional, paraprofessional, and/or volunteer staff. (See IN 39 and IN 41)



WHAT TEACHING METHODS HAVE BEEN EFFECTIVE WHEN WORKING WITH DISADVANTAGED YOUTH?

While such factors as the teacher's personality, equipment and facilities, subject area, and type of students influence the effectiveness of the methods, there are a variety of techniques that have proved effective. Some of these are: (1) planning experiences to develop and improve the student's self-concept, (2) grouping students according to ability levels and in small classes, (3) providing activities that require small group or individual study, (4) using field trips and demonstrations to motivate students, and (5) utilizing problem-solving techniques in teaching. (See IN 46 and IN 47)

WHAT CHARACTERISTICS SHOULD TEACHERS OF THE DISADVANTAGED POSSESS?

Research findings and observations of successful teachers of the disadvantaged reveal a number of personal, teaching, and knowledge-of-industry characteristics. Some of these include: (1) ability to cope with mini-crises, (2) respect, compassion, understanding, and empathy for the disadvantaged, (3) competence in the subject matter and work skills in the field of specialization, (4) skill in presenting goals to students and in helping them to meet challenges, and (5) knowledge of the type of employment problems of disadvantaged youth. (See IN 46)

HOW CAN DISADVANTAGED YOUTH BE IDENTIFIED?

Researchers have characterized both urban and rural disadvantaged youth by describing: (1) their environmental background, including family, community, and ethnic group characteristics, and (2) selected individual characteristics, such as student attitudes, physical and mental health, and educational and occupational aspirations and achievement. In order to provide programs to effectively meet the needs of disadvantaged students, program developers, administrators, and teachers must have knowledge of the students' characteristics and environmental backgrounds. Teachers can accomplish the identification of disadvantaged youth by: (1) observing the students and interviewing them, their parents, counselors, and other teachers, (2) obtaining indicators of ability and achievement from school grades, standardized achievement test scores, and special aptitude tests, and (3) determining vocational interests, personal adjustment, and character traits. (See IN 46 and IN 47)

DISADVANTAGED YOUTH: Answers to Questions on Vocational and Technical Education

Prepared by: David H. Miller and Suzanne Berry. ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, Columbus, Ohio 43210. Robert E. Taylor, director. 1972.

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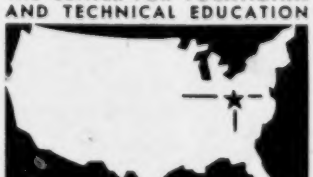

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Answers to questions in this brochure were obtained from the publications listed below. The publications may be obtained from the indicated sources.

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IN 31	Review and Synthesis of Literature on Residential Schools in Vocational and Technical Education	EDRS (ED 045 821) MF $0.65 HC $3.29 CVTE (IN 31) $1.50
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